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CHANGE OF ADDRESS

CONFIDENTIAL

Bulletin

OFFICE OF TRAINING

NOVEMBER • **1963**

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In this issue

News, naturally, of OTR's move to new offices away from Headquarters. See page 5. . . . On page 9 another how-to article on writing, a subject of perennial interest and need in CIA. . . . Programed instruction has many advocates. But have you picked up one of the programed texts found in bookstores and on news stands lately? A balanced listing of pros and cons begins on page 17. . . . Be sure to check the OTR directory on page 35 for new telephone extensions. . . .

CONFIDENTIAL

Contents

BULLETIN BOARD

25X1A

X1A

1A

1A

New address for the Clerical Refresher Training
Faculty: Room 2109, Washington Building Annex,
Arlington Towers. Extension 2110.

OTR
RELOCATION

The relocation of the Office of Training in the Broy-
hill Building will take place during the period 12-15
November. OTR will be open for business at the
new address on Monday, 18 November. The OTR
Directory in this issue of the BULLETIN lists new
office numbers and extensions. Training Officers
are urged to watch closely for further changes--
course dates, class schedules, locations, etc. The
Registrar Staff will try to keep you informed of all
changes in good time, either through telephone calls
or Special Bulletins.

TRANSPORTATION TO BROYHILL	To plan the transportation of students from Head-quarters to the Broyhill Building we will need from each student a statement of whether he intends to use Agency transportation. A revised Form 73 will provide space for this information. Until you receive the new forms, please make sure to include under Item 8 on the current forms: Agency transportation, Yes or No.
BUDGET AND FINANCE COURSE	Beginning 24 February 1964 the <u>Budget and Finance Course</u> will be lengthened to three weeks. Expansion of the course will allow additional training in logistics and personal services: shipment of household effects, baggage and quarters allowances, insurance, contract interpretation, etc. The Operations Support Course is a prerequisite for this lengthened Budget and Finance Course.
CLERICAL SKILLS PRETESTS	<u>Pretests for clerical skills courses</u> are given in the typewriting classroom in the Washington Building Annex of Arlington Towers at 9:20 a.m. according to the following schedule:

> For the <u>18 November-13 December course</u>:
> 13 November--typewriting pretest
> 14 November--shorthand pretest

	Pretests for clerical skills courses are arranged by Training Officers directly with the Clerical Refresher Training Office, extension 2110 (new number).
CLERICAL SKILLS QUALIFICATIONS TESTS	<u>Clerical Skills Qualifications Tests</u> are given in the typewriting classroom in the Washington Building Annex of Arlington Towers according to the following schedule: (where the time of the test is not given, those who sign up for the test will be notified of the time)

> 12 November   Typewriting
> 12 November   SHORTHAND

25 November	Typewriting
26 November	SHORTHAND
16 December (0920)	Typewriting
17 December (0920)	SHORTHAND

Clerical Skills Qualifications Tests are arranged by Training Officers directly with the Clerical Skills Refresher Office, extension 2110 (new number).

JOT PROGRAM

The January 1964 class of JOT's will begin on 3 January. Classes will continue at Langley through 10 January and then move to the Broyhill Building until 6 March.

INTELLIGENCE ORIENTATION

The next Introduction to Intelligence Course (12-22 November) will be given at Langley. Later runnings of this course will be at Broyhill. The Introduction to Communism Course will be taught at Broyhill beginning with the next running (25 November-6 December).
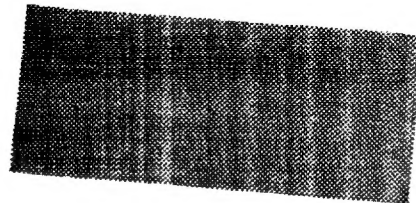
EXCUSE OUR DUST... BUT WE'RE MOVING FROM HEAD QUARTERS TO OUR NEW OFFICES AND CLASSROOMS IN THE BROY HILL BUILDING AT 1000 N. GLEBE ROAD, ARLINGTON.
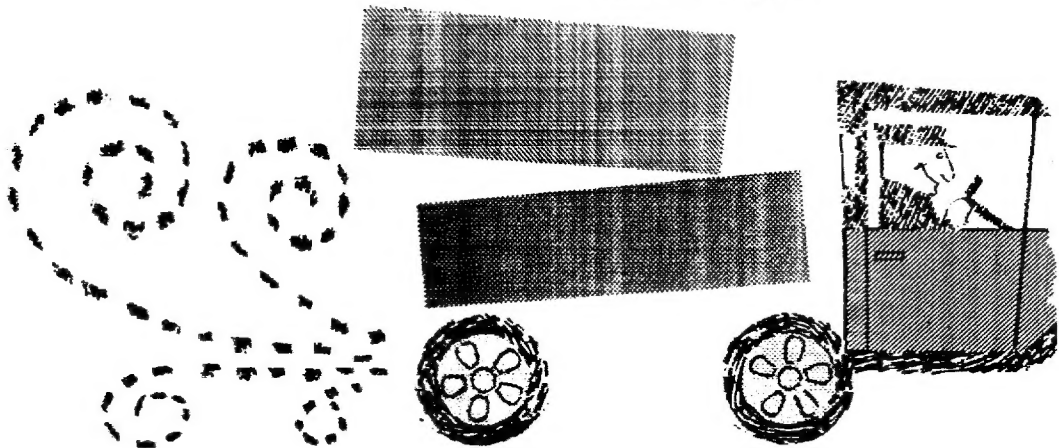
We've grown accustomed to your faces,

but on 18 November, the Office of Training will open for business in new quarters at the Broyhill Building, Glebe Road and Fairfax Drive in Arlington. Training will occupy the top four floors of this recently completed building. There will be eight classrooms and assorted seminar and conference rooms, as well as offices for OTR instructional and administrative personnel. The Office of Training will retain Room 1D-1617 at Langley Headquarters as an auxiliary office for the Director of Training, the CIA Briefing Officer, and for Covert Training. The Language Lab will also remain in its present location, Room 1D-1605.

No training operation wants to be any farther than necessary from the home base of those it trains. However, a space squeeze in the Headquarters Building has made this relocation necessary. OTR will do its best to ease the problems of the transition period and will do everything in its power to make training-at-a-distance as palatable and valuable as was the training at Langley. Previous experience of being physically removed from our customers will, hopefully, make this latest change less disrupting.

Now, down to the details. Some classes in session at the time this move is made will finish in the classrooms at Langley; others will make the move and re-open at Broyhill
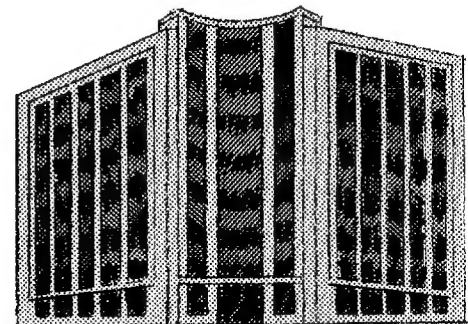
on Monday 18 November. A list of those which will stay and those which will remain temporarily will be issued in a Special Bulletin. Language and area courses now given at Arlington Towers will, of course, remain there. Because present classrooms at Headquarters will be taken over for other purposes, other arrangements for before- and after-hours courses will have to be made; these changes will be announced as they are made.

By airline path, the new OTR offices and classrooms will be only about five miles from Langley. However, since most Agency employees will be using surface transportation, we hasten to admit that it will be about a 20-minute ride in one of the "school busses" which will run several times a day between here and there. According to present plans, busses will carry students between Headquarters and Broyhill in the morning, around noon, and after the last classes in the afternoon. In addition, a regular schedule of shuttle busses is planned. Schedules will be announced later.

There will be a very limited number of parking spaces set aside for Agency visitors to the new OTR building, certainly too few to be of any aid to students. Some parking may be available on nearby residential streets.

Applications (Forms 73) for classes beginning after the middle of November should include a notation as to whether or not the applicant intends to use the bus service.

For security reasons, all elevator passengers will be required to show their badges at the fourth floor.

Meals will be available at a small cafeteria to be opened in the Broyhill Building and at several other places in the immediate vicinity.

Should you need to consult an instructor or the Registrar Staff or other OTR officers, call first. He or they may be coming out to Langley anyway and be able

to save you a trip. At any rate, OTR personnel will always be happy to talk with you. New addresses and telephone extensions are listed in a directory in this issue of the BULLETIN.

So here goes OTR--books, desks, visual aids, and all the other heavy equipment.... the staff.... the bosses .... the hatracks. Give us a ring. Come see us when you can. ##

BACK TO SCHOOL
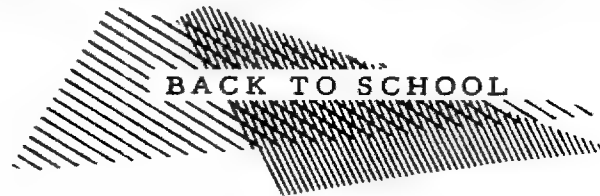
How does an adult who has dropped out of college complete his education? Goddard College, a small, coeducational liberal arts school in Plainfield, Vermont, has proposed a new answer. With considerable experience in adult education and an emphasis on independent study for its undergraduates, Goddard has devised an adult degree program that combines six-month periods of independent, off-campus study with week-long resident seminars taking place at either end of the cycle.

The program is open to men and women who have completed at least a year of satisfactory college work, have been out of college for at least five years and are at least 26 years old. Participants in the program initially spend two weeks on the Goddard campus--one for orientation and the second for the opening seminar of the study cycle.

The initial seminar covers a single broad area of the curriculum, emphasizing problems and possibilities for study within that area. The student then plans his independent study in individual conferences with members of the staff. Contact with the faculty can be maintained during the independent study period by correspondence, telephone, personal visits or other means. During the concluding residence week of the cycle students compare the results of their work, which are also evaluated in meetings with faculty.

Each cycle is designed to correspond to a semester, with completion time for the degree to be assessed for each student.

After a culminating study to be done in a final six-month period, the student will spend three weeks in residence at the college. The Goddard bachelor of arts degree will be awarded for successful completion of all requirements. ##

WRITING FOR INSTANT READING

The successful writer in CIA, generally, is the one who writes for instant reading. His reports, briefings, or analyses are written in such a way that they can be read and understood quickly and easily--instantly. His writing invariably wins the praise of top staff officers who daily must read pounds of ponderously written intelligence papers.

Describing writing for instant reading is like trying to draw a word picture of a giraffe -- an animal easy to recognize, difficult to describe. However, an attempt will be made here to discuss some of the techniques that result in this kind of writing. If applied, these techniques can help intelligence officers ease the jobs of those who edit, read, or hear their copy.

There are wide differences in CIA writing assignments. A National Intelligence Estimate is written one way, a CS report another way, and a current intelligence article or brief yet another way. Certain rules of form, rhetoric, and style, however, apply to all kinds of writing, in or out of CIA. The writer who knows and applies these rules is more likely to turn out copy that will do the job it is supposed to do.

Form, mechanics, and grammar are basic. (Knowledge of correct grammar will be taken for granted in what follows.

The rules of form and the mechanics of writing can be found in many excellent reference works. Everyone who writes should have such books on his desk. There are three indispensables: a good dictionary, a thesaurus of synonyms and antonyms, and a Government Printing Office STYLE MANUAL. To these should be added a dictionary of English usage. H. W. Fowler's MODERN ENGLISH USAGE is a classic work. However, its typography is so poor, its paragraphing so bad, and its style so elliptical that it is an annoying work to read and use. Margaret Nicholson's A DICTIONARY OF AMERICAN-ENGLISH USAGE, based on Fowler, is something of an improvement on the original.

Like seat belts in an automobile, these books are worthless unless used. CIA abounds with analysts who guess at the number of m's in accommodate. Agency people have been known to walk six doors down the hall or shout over a partition to ask whether any place is two words.

RHETORIC

Rhetoric is basic to good writing. Rhetoric may be defined broadly as the art of using words in a pleasing and forceful manner. The following suggestions are useful: .

Judicious **repetition** can make a sentence clearer and more understandable; for example the following sentence is improved because the auxiliary verb is repeated with each of the two coordinate principal verbs:

> A division chief must be fair in his judgment of people, whether he personally likes them or not, and must be reasonable in his demands on their weekend and evening time.

Repeat the preposition with each indirect object:

> They went to Taipei, where they hired a secretary, and then to Hong Kong.

Repeat the to with each infinitive:

> He came to inspect the division, to review security, and perhaps to make changes.

Repetition often improves style and clarity, even if it does so at the expense of brevity. Such repetition is especially useful in briefings because it helps the listener to grasp what is being said.

There should be a **parallelism** in the structure of expressions which are similar in function and context:

> I have learned three things: that one should not argue about fitness reports; never expect miracles; and the impropriety of using a singular verb with a compound subject.

Parallel structure and repeated adverb make a better sentence:

> I have learned three things: <u>never</u> argue about fitness reports; <u>never</u> expect miracles; and <u>never</u> use a singular verb with a compound subject.

Reference. A common fault, even among competent and experienced writers, is to be careless with the antecedents of pronouns. There is one sure way to avoid this. When a piece of copy is finished, the writer should review it and look at every he, she, it, they, that, and this. He must make sure that the reader will know clearly and unmistakably what or who is referred to. If there is doubt, the subject must be repeated.

Participial phrases and gerunds should relate, of course, to the grammatical subject of the sentence. Here are some examples of failure to relate from that amusing and instructive book, William Strunk's ELEMENTS OF STYLE:

> Being in a dilapidated condition, I was able to buy the house cheap.
>
> Wondering irresolutely what to do next, the clock struck twelve.

EFFECTIVE STYLE

Form, mechanics, and grammar are the nuts and bolts of writing. Good writing combines rhetoric with mechanics and grammar to produce a readable and effective style. The following guides can help the CIA writer achieve such a style.

Active voice is usually better than passive voice -- and almost always in the kind of expository writing done in the CIA. Active is more direct, more forceful and vigorous, more concise. Contrast

> The junior officer trainees were listed alphabetically by the training officer, were each given a daily schedule, and were told to report to the main auditorium.

with

> The training officer listed the junior officer trainees alphabetically, gave each of them a daily schedule, and told them to report to the main auditorium.

Unfortunately, passive voice is somehow an easier way to write, and a writer can fall into the lazy habit of using it excessively. When this happens the writer's remedy is simply to go back over his copy and ask himself: Can I say this in active voice? Would it be better?

The simple word or phrase is almost always better than a more complex word. In CIA writing especially, how often are these words found:

```
r e s i d e   used where live would be better
purchase    "     "    buy   "    "    "
construct   "     "    build "    "    "
o b t a i n "     "    get   "    "    "
prior to    "     "    before "   "    "
in order to "     "    to    "    "    "
```

SHORT SENTENCES

It is probably impossible to attend an OTR writing course without being told that the use of short sentences is one way to get to heaven. The trouble is, writers hear this, read it, believe it, and still go on writing copy with sentences averaging 30 or 40 words. Long sentences are so much easier to write than short sentences. Many writers seem to think that every related idea, every element, and every qualification has to go into one sentence.

One way to write short sentences is to write short sentences. Another way is to re-read copy and deliberately examine every sentence to see whether it can be split into two, three, or more sentences. This is easily and effectively done where there is a series. A period is placed after the first element. The subject and the verb--preferably the same verb--are repeated before the next element and another period is placed. For instance:

> We in industry can publicize the size of the military
> job being done, counteract charges of mismanagement
> with evidence of superior management, and stress the
> record of solid accomplishment in the first and most
> important military mission -- providing for the secu-
> rity of the republic.

There is nothing wrong with this sentence--it is well-organized and clear. Still, it is 44 words long. How can this sentence be shortened and the beat of its rhythm increased?

> We in industry can publicize the size of the military
> job being done. We can counteract charges of misman-
> agement with evidence of superior management. We
> can stress the record of solid accomplishment in the
> first and most important military mission -- providing
> for the security of the republic.

There are now 47 words, in three sentences of 13, 11, and 23 words.

There is no rule, of course, but it has been said that any sentence of more
than 30 words should be looked at critically. Some sentences of 100 words
or more can be perfectly clear and some sentences of ten words can be con-
fusing (e.g., the request by an usher in a Washington theater: "Kindly let
all those who are going out first, please.")

Just as short sentences can improve copy with style, clarity, and rhythm, a
periodic sentence can result in muddy writing. A periodic sentence is one
that is built up with one or more subordinate clauses at the beginning, so that
it reaches grammatical completeness only at the end:

> Born in Goshen, Indiana, in 1897, a graduate of the
> University of Indiana in 1918 with a magna cum laude
> citation, Dr. J. C. Warner came to Pittsburgh in 1922.

The reader must store up five pieces of information in his mind, like a com-
puter, before he discovers who or what is being talked about. This is diffi-
cult for the reader or listener to do, and some just cannot or will not make
the effort. This is lazy writing, and it is seen often in CIA -- not to mention
badly edited newspapers. Perhaps the writer thought that a fancy or elegant
style was required, or he wrote the way he thinks newspaper copy should be
written. Would it be dull or unimaginative to write it this way:

> Dr. J. C. Warner was born in Goshen, Indiana, in 1897.
> He was graduated magna cum laude from the University
> of Indiana in 1918 and came to Pittsburgh in 1922.

MONOTONY AND and REPETITION

Writers often burden themselves with an unnecessary fear of being monoto-
nous. They conscientiously work over their sentence structure to give copy
a nice, varied, unreadable quality.

Monotony is something to worry about after everything else has been worried
about. If copy does have a monotonous, sing-song quality, this is something

that can be remedied in a final editing. What makes copy monotonous is not so much its style as its matter. When there is nothing substantive to write about, what is written will be uninformative and monotonous, and no number of involuted sentences will help it.

The person who is afraid of writing montonous copy is generally also afraid of repetition--of repeating a word the second or third time in a sentence. He will go to all sorts of trouble to avoid this "fault". He is like the radio weather reporter who says: "The weather forecast calls for two inches of snow today. Three inches of the white stuff fell yesterday."

Fowler's ENGLISH USAGE has this to say about repetition: A dozen sentences are spoiled by ill-advised avoidance of repetition for every one that is spoiled by ill-advised repetition. The moral is that it is a far, far better thing to repeat than to obviously avoid repetition. (The same spirit applies to split infinitives.)

Actually, repetition of a word or phrase, done intentionally and skillfully, can improve style and clarity:

> Appliances made in Communist China are cheap in design, cheap in materials, and cheap in performance.
>
> He remembers the work, the personnel, the area and the output.

Avoid repetition and what happens to this great passage:

> We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

THE COMPLETE WRITER

The better and more experienced the writer, the more likely he will ponder what he has written. He will edit it, revise it, maybe rewrite it from scratch. He tries it this way and then another way. He looks at it critically, as though he had never seen it before, as though someone else had written it--probably someone he dislikes. The ability to edit, revise, and rewrite is one of the most valuable qualities of the successful writer.

The good writer shows his work to someone else. When he looks at his own copy, he does not see what he has written. He sees what he intended to write, wanted to write, and thinks he has written. Every writer, good or bad, has this failing to some degree. One effective remedy is to show any important piece of writing to someone else. Ask whether the copy is clear. Can the

reviewer spot any inaccuracies or errors? Has he any ideas for improving
it? Can he sharpen a phrase? Does he feel anything should be reworded,
extended, or deleted?

The good writer is not sensitive about having his work edited. He is profes-
sional about his copy when it is reviewed and edited. Anyone who is sensi-
tive about his copy -- who defends it on principle and gets red in the face
when someone suggests changes -- is being unprofessional. Most writers,
in CIA and out, from the best to the least, have their work edited. Both dis-
position and performance are improved if writers adjust to this fact.

Not long ago the author addressed
a group of junior officer trainees.
One asked: "How long will it be
before writing comes easy?"

The answer was then and is now:
"Never,"

There is great satisfaction in writing for CIA publications. It is a satisfying
accomplishment to send out a good piece of intelligence that is helpful and
draws praise. It is a solid accomplishment to take turbid foreign broadcasts,
clandestine reports, and embassy cables and come up with an item of substan-
tive intelligence. It is good to finish a major piece, to submit it to division
chief or editor, and to get it back with only minor changes. When that hap-
pens most of the time, the writer knows that he is a professional. ##

"BY ANY OTHER NAME..."

In a pamphlet published by the National Education Association, teachers are cautioned against expressions which may leave a "negative impression" and are offered a more positive choice of words. Herewith a culling of the NEA list:

Negative	More positive
Must	Should
Trouble maker	Disturbs class
Cheats	Depends on others to do his work
Stupid	Can do better work with help
Below average	Working at his own level
Steal	Without permission
Stubborn	Insists on having his own way
Liar	Tendency to stretch the truth
Wastes time	Could make better use of time
Mean	Difficulty in getting along with others
Poor grade of work	Below his usual standard
Clumsy	Not physically well coordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Show-off	Tries to get attention

OPINION & FACT

an assessment of programmed instruction today, its advantages and shortcomings

CPYRGHT

Programed instruction is certainly the most exciting, and potentially the most significant, development to appear on the business scene since digital computers. In fact, some enthusiasts contend that this new training technique might have an impact rivaling that of computers. At the same time, many of the parallels between the two are disturbing. The fastbuck phonies are making another killing, and management is making some sadly familiar mistakes. If you go back mentally just a few years, to when computers were the last word in magic bullets, you see some rather ominous similarities:

1 Like computers, programed instruction and teaching machines are glamorous and immensely promising. But some managers seem determined to get their noses broken by emphasizing the hardware instead of the programs, just as they did with computers. As happened when computers first appeared, some companies are buying teaching machines or programs without knowing exactly how they'll be used. Others are buying in an ill-advised attempt to look "progressive," or because similar equipment is working out well elsewhere--under totally different circumstances.

2 And, as with computers, industry's reaction to the first few success stories is one of astonishment and awe. Only a few of the pioneering companies are willing to discuss their cautious, experimental efforts; so writing

(Extracted from an article in the November-December 1962 issue of HARVARD BUSINESS REVIEW by Roger W. Christian.)

on the subject is largely confined to hysterically exaggerated articles for the general public and to the pompous, esoteric material in learned journals.

3 The knowledge gap is attracting a rash of opportunists, self-styled "consultants," one-man "institutes," and so on--which also happened during the advent of digital computers. In fact, it is quite likely that some of the selfsame charlatans are cashing in on both. Inevitably, the featherweights have started to clamor for a new "professional" society, through which they could commiserate about how pigheaded management is, and perhaps plot new ways to usurp more "stature." (I exonerate the National Society for Programed Instruction and a number of local associations, whose purpose-- like that of programed instruction itself--is to educate. What the advocates of a phony "ingroup" have in mind, of course, is exactly the opposite.)

4 As happened in the infancy of computers, some of the "experts" (all it takes is a little reading and a business card) are encouraging the confusion so that they can turn a dollar guiding management through the enchanted forest. Management is once again spending a lot of money sending people around to seminars and conferences where the lean scraps of available knowledge, and the handful of preliminary case studies, are solemnly warmed over.

5 When computers first appeared, bookkeepers and accountants were afraid they might have to sell apples. The training director who reassured them then must now study his own comforting remarks. In this case, as in that one, if a man has been doing repetitive, mechanical, poorly managed work, his job will change. There's a feeling in programed-instruction circles that any teacher who can be replaced by a machine should be. A number of industrial instructors, and even training directors, are certainly inadequate enough to qualify for replacement.

6 Like the computer, programed instruction has given birth to a peculiar jargon--terms like multilevel tracking, demand amplification paths, vanishing prompts,

graded entry points, and so forth--with which the specialists can lord it over lesser mortals.

7 Computer people used to fight about tape or disk storage, on-line versus batch processing, random access, and so on. The programed instruction fraternity scraps over linear versus branching techniques, scrambled books versus machines, optimum error, rates, and what not. In both cases, a lot of wind and a lot of money was--and is being--spent, looking for answers to totally invalid questions.

8 As with computers in the early days, a major problem with programed instruction is the lack--and expense-- of good programs. Both computers and programed instruction usually require the company to develop its own programers for the best results.

9 There is no agreement as yet on how to pick good potential programers, either. Costs and benefits are hard to estimate, the instruction is being overrated in many cases, the supply of experienced programers is desperately short, and the time and cost of preparing and debugging a program is almost always greater than expected. These problems, too, link early computers and programed instruction.

10 Awkward, gadgety hardware was then, and is now being, rushed forth to meet the indiscriminate demand and to "get on the bandwagon." However, later machines in the one case are, and in the other case will be, both cheaper and more sophisticated.

Learning to make use of any major innovation is bound to involve some false starts. But, after a lot of aches and bruises, we have finally managed to harness computers. Inevitably, we will make some serious mistakes with programed instruction, too. But in spite of the lower cost, there is really no excuse for making exactly the same mistakes--and in the same order.

It would quite literally be a national tragedy if management and educators fall for the stunt-boxes and stardust, become disillusioned, and then put programed instruction aside as

just another in a long list of training fads. There is nothing inherent in programed instruction to prevent it from fulfilling its enormous promise as a powerful tool for coping with some of the knottiest problems of our times--school dropouts, chronically changing technology, displaced labor retraining, the desperate and worsening shortage of excellent teachers (who, after all, control how effective your future employee will be), the shortage of skilled labor, and even the need to help underdeveloped countries build self-sustaining economies.

ADVANTAGES

Programed instruction offers several advantages of importance to industry:

Effectiveness--The trainee's mastery of the material is often more complete than it is with conventional methods. Review and practice are built into the program, and the trainee does not get in over his head, since he is not exposed to new material until he is ready for it.

Consistent instruction--Every trainee gets an equivalent course, no matter where or on what shift he works. He is not dependent on the ability of his instructor. Job performance, too, is more consistent.

Efficiency--Large savings of time are common; course times have often been slashed by a third, and sometimes by half. For industry this is the easiest benefit to translate into dollars.

Decentralized training--The course is brought to the student, instead of the other way around, so that people needing training do not have to wait until a full class is assembled. By eliminating the need for centralized training, a company can "get out of the travel and hotel business."

Indirect benefits--A variety of incidental benefits have been reported, ranging from lower training costs and

higher morale to better defined training goals and improved supervision.

DISADVANTAGES

The disadvantages of programed instruction are both objective and subjective.

From an objective standpoint, the shortcomings include:

The high initial investment required--A 40-hour program, custom-built to suit a company's particular needs (as the bulk of effective programs will have to be, at least for the next several years) will probably run well into five figures. To be sure, the shorter "off-the-shelf" programs are much cheaper; but very few are relevant to industrial training, and fewer still will prove entirely suitable as is. Moreover, selection requires careful analysis; a worthless program can look very much like an excellent one.

Inconvenience of review--This may prove to be an important limitation, since there is no conclusive evidence to date that trainees taught by programed instruction retain information any longer than those with equivalent conventional training.

Long lead time--Often 18 months or more of hard, tedious, trial-and-error work are required to generate, refine, and validate an extensive program.

Ignorance--Nobody yet knows enough about where and how to use programed instruction, how best to integrate it into an over-all training program, and the like. Moreover, industry-wide experience is still very thin. It is difficult to adequately justify programed instruction and to see that the anticipated benefits in fact materialize.

Some of the most important drawbacks of a subjective nature are:

CPYRGHT

Behavior and attitudes--Management should be prepared
for the ordeal of precisely defining the desired "terminal
behavior," and for occasional boredom on the part of
brighter trainees. There may be dissatisfaction with
the rigid, sterile format of some programs, and some
trainees dislike the lack of discussion and stimulating
instructors.

Administration--Here there is the difficulty of sched-
uling follow-up training when people are finishing pro-
gramed material at widely varying times, and there are
also filing, administration, and retrieval problems (for
example, one company found itself with a carton of ma-
terial per trainee). In addition it may take over five
times as long to record and analyze results as it took
the trainees to complete the program. Finally, in some
cases machine maintenance has been a problem, and in
others the company has had to buy and distribute con-
ventional materials in order to supplement the program.
                                                      ##

EDUCATIONAL INNOVATIONS CRITICIZED

Raymond F. Keating, research fellow at Co-
lumbia University Teachers College, stud-
ied the progress of 5,000 students of French
in the New York area. He found that students
who did not use the language laboratory did
better than those who did in three major as-
pects of language skills: reading comprehen-
sion, listening comprehension, and speech
productions. Assistant Superintendent Helene
Lloyd reports that automated devices to teach
rapid reading are being taken out of New York
City classrooms because pupils use these de-
vices as crutches. It was found that pupils
could read rapidly when using them, but lost
that facility when the machines were taken
away.

FILLING IN THE SPACES

The following example of the art of programed instruction was prepared by Melvin W. Lackey of the U.S. Naval Dental School in Bethesda, a professional programer, for the edification of his colleagues. It originally appeared as a "workbook" consisting of what programers call "frames"--a series of cards arranged in sequence.

HELLO THERE!   1

We want to show you a sample of your new lesson guide.
You will be using this new lesson guide and we think you will be happier if you know how it works.
So please go on to the next card.

VERY GOOD!   2

We asked you to go on to the next card, which is this one, and you did. That's just fine.
You are doing very well.
Now please go on to the next card.

FINE!   3

Here you are on the third card already.
Now we can start the game. Here is how we play it.
Each card has lots of words on it, telling you something.
But some of the words will be left out, and you will have to fill them in. Like on the next card.
Go on to it, please.

DANDY!   4

So when you see a space where a word should be, you fill it in. With your pencil.
When the word is left out, you will see a space _____
Write the word in the _____
And go on to the next card.

WHOOPS!   5

Did you write anything in the _____ ?
You were bad and did not follow instructions.
You must not think you are so smart.

You must do what we say and write the w_____ in the space. And then go on to the next card where you will see the missing word at the top.
Like on the next card.

WORD   6

That is very good.
Did you write it tiny so that it fit the space?
All right. Now we will sum up what we have said and get on with the lesson guide.
Next card pl_____

PLEASE   7

On each card of the lesson guide, there will be a missing word. Where the word is missing, there will be a space for you to fill in.
You will go from card to card, filling in the spaces.
With words.
Perhaps you've caught on by now.
You f_____ in the spaces.

FILL   8

Perhaps, too, you are rather tired of filling in the spaces.
Perhaps you think you don't learn so much by f_____ in the sp_____

FILLING IN THE SPACES   9

Perhaps you think there's something more to learning than just filling in the spaces.
If so, you are a real s_____ o_____ b_____

SHREWD OBSERVER, BUSTER 10

Because there is.

An Examination of Conscience

Or what's wrong with the way I'm doing things now?

A national manufacturer recently made a survey asking bosses and secretaries what they found wrong with each other.

Here are some of the complaints:

About Bosses

1. Leaving office without telling where they are going or when they expect to return.

2. Using profane language.

3. Not allowing sufficient time to get work done even though the due date has been known for some time.

4. Insufficient explanation when assigning new work.

5. Failure to recognize the employee as an individual and human being; never expressing any interest in the employee's personal life.

6. Showing partiality among the people who work for them.

7. Waiting until late in the morning or afternoon to dictate.

8. Lack of courtesy toward employees.

9. Holding employees back from promotion because of their value to the boss.

10. Not respecting the employee's wishes by keeping confidential information which has been given.

11. Failure to inform employees of matters pertinent to their jobs.

12. Lackadaisical attitude toward work.

13. Lack of tact in telling employee of errors.

14. Lack of appreciation and really making employees feel they are contributing and being of assistance.

15. Asking an employee to tell a lie for them.

16. Taking their bad moods out on employees.

17. Writing out reports and letters when they could be dictated.

About Secretaries

1. Excessive time away from desks (long rest periods).

2. Not proofreading material carefully before it leaves the office.

3. Unwillingness to accept correction from supervisor.

4. Excessive use of telephone and office hours to attend to personal business.

5. Not assuming responsibilities willingly without having to be told repeatedly what should be done.

6. Know-it-all attitude.

7. Failure to perform assigned duties promptly.

8. Rudeness and abruptness to co-workers and business contacts.

9. Lack of cheerfulness and a friendly smile.

10. Lack of enthusiasm.

11. Unwillingness to share information or work or to help co-workers when they are overloaded.

12. Adopting superior attitudes to other employees; talking down to people.

13. Gossiping about co-workers and superiors.

14. Jealousy -- inability to adjust to others getting ahead.

15. Inability to keep matters of trust confidential.

16. Poor telephone technique.

17. Tardiness.

18. Absenteeism.

19. Personal untidiness.

20. Untidy work.

21. Eating during working hours.

22. Devoting long periods during working hours to personal grooming.

EXTERNAL PROGRAMS

TRAINING OFFICERS

Please note the "final date on which agencies may cancel without charge" attendance at programs conducted by the U.S. Civil Service Commission. This date appears on announcements of all CSC courses. If a cancellation must be made after that date, an effort should be made to send an alternate as we will be billed whether our enrollee attends the course or not. The External Training Branch/RS/TR should be kept informed of any anticipated cancellations.

PROGRAM IN FAR EASTERN STUDIES

The American University and The George Washington University have jointly announced a program leading to graduate degrees in Far Eastern Studies. Grants from the Ford Foundation make it possible for each to have a faculty of national reputation.

Students may, with the consent of their adviser at the school of registration, enroll in courses at the other institution. Insofar as possible, class schedules have been arranged to avoid conflict.

Courses to be offered are:

Anthropology 264. Seminar: Cultural Background of Russia and China (Spring) (GW)

7-508 Oriental Art II (Spring) (AU)

Hist. 295. Seminar in the History of the Modern Far East (Fall) (GW)

Hist. 187. Seminar: History of Modern China (Spring) (GW)

53.574 Governments and Politics of the Far East (Spring) (AU)

Pol. Sc. The Asian Satellites and the Sino-Soviet Dispute (Spring) (Joint)

Pol. Sc. 296. Seminar: The Communist Bloc in Far Eastern International Politics (Fall and Spring) (GW)

Pol. Sc. Seminar: International Communication: Sino-Soviet Bloc (Spring) (GW)

29.535 History of the Far East in Modern Times (Spring) (AU)

Pol. Sc. 220 Seminar: Reading Course in Political Theory--the Political Thought of Socialism and Communism (Fall-Spring) (GW)

Pol. Sc. 217 Theoretical Problems of Marxism-Leninism (Spring) (GW)

47.550 Studies in non-Christian Religions (Spring) (AU)

33.588 Seminar in the Far East (Fall and Spring) (AU)

97.564 Ideological Aspects of Chinese Communism (Spring) (Joint)

Pol. Sc. 215 Seminar: the Sino-Soviet Bloc in World Affairs, Part I (Fall) Part II (Spring) (GW)

Pol. Sc. 230 Seminar: Operational Techniques of International Communism (Fall) (GW)

Pol. Sc. 263 Seminar: Communist China's Role in the Communist Movement (Fall) (GW)

Geog. 266 Seminar: the Sino-Soviet Area (A Geographic Study) (Fall-Spring)(GW)

33. 528 The Far East in World Affairs (Fall) (AU)

97. 715 The Role of the Military in Modern China (Spring) (Joint)

33. 787 Sino-Soviet Relations (Spring (AU)

33. 781 Seminar on China (Fall) (AU)

Pol. Sc. U. S. Relations with China (Spring) (GW)

29. 538 History of China Since the Ming Dynasty (Spring) (AU)

97. 688 Background of the Chinese Revolution (Fall) (Joint)

29. 539 History of Japan 1600 to Present (Fall) (AU)

29. 730 Research Seminar on Far Eastern History (Spring) (Joint)

Psych. 259 Seminar: Social Psychology of Communism (Fall-Spring) (GW)

33. 782 Seminar in Japan (Fall) (AU)

CARIBBEAN CONFERENCE: MEXICO TODAY	The Center for Latin American Studies at the University of Florida will hold its fourteenth annual Conference on the Caribbean 4-7 December 1963. The general theme will be "Mexico Today". Major topics to be discussed are: The Political Scene, The Economy, The Society, The Culture, and The International Role. There is no registration fee for the conference.

PROFESSIONAL MEETINGS	5-7 May 1964	Electronic Components Conference, Washington, D. C. (L. G. Cumming, 1 E. 79th Street, IRE, New York, N. Y.)

Papers will be presented on resistors, capacitors, connectors, printed wiring, thin film devices, microminaturization, conductors and cables, and reliability and testing techniques.

LIP READING	The Washington area's education television station, WETA-TV, will begin a pilot lip reading program the second week of February 1964. The program will consist of two half-hour lessons a week for 10 to 15 weeks. Each lesson will be shown both during the day and in the evening. The instructor, Rose Broberg, will employ visual aids, slides, film clips, captions, dramatization, and quiz shows to get her lessons across. Guests will appear on the program to enable viewers to get accustomed to different speech patterns.

PUBLICATIONS AVAILABLE	Three booklets distributed by the American Society for Public Administration (ASPA) are available from the Registrar's Office on a first-come-first-served basis. Call Mary Lois Singley, x5517, if you would like to borrow:

Mathematics and the Social Sciences: The Utility and Inutility of Mathematics in the Study of Economics, Political Science, and Sociology. A symposium sponsored by the American Academy of Political and Social Science.

Natural Resources: Trends, Policies, and Administration. A symposium based on papers presented at the 1963 National Conference on Public Administration.

Achieving Excellence in Public Service. A symposium sponsored by the American Academy of Political and Social Science and The American Society for Public Administration.

A bulletin published by the American Management Association is also available.

Education for Business: A Balanced Appraisal.

BROOKINGS
FEDERAL
EXECUTIVE
FELLOWSHIPS

The Brookings Institution has again announced a Federal Executive Fellowship Program designed to afford senior men and women in the career civil service an opportunity for independent study and research. Ten Fellowships are awarded annually to candidates nominated by the Federal Departments and Independent Agencies. Each Federal Department or Agency may submit two nominations.

Executives nominated should have a minimum of ten years of Federal service and a demonstrated capacity for independent research. Projects should be in the fields of economics, government, or foreign policy and should be of such scope as to require six to twelve months of research and to result in useful reports, articles, monographs, or books.

The Fellowships ordinarily begin in January or July and extend for a period of six to twelve months. The Fellowships provide office space, local telephone service, limited secretarial assistance; and library, dining room, conference, and seminar facilities. Fellows are given opportunities to participate in conferences and seminars with the Institution's staff and with other Brookings Fellows. They also receive guidance from the Institution's Research Divisions.

A fee of $500 per Fellow is charged to cover part of the cost of instruction, counseling, and assistance. Federal agencies are expected to pay the salaries of the Fellows during their Fellowships.

The deadline for nomination is May 1 for Fellowships beginning in July; November 1 for those beginning in January. Nominations should be accompanied by completed application forms (obtainable from the External Training Branch/RS/TR) and research plans.

Applications for Fellowships should be submitted
through Deputy Directorates. If required, a panel con-
vened by DTR will make the final selections prior to
submission of supporting papers to the Brookings Insti-
tution.

CONFERENCES
FOR
CORPORATION
EXECUTIVES
SAIS

The School of Advanced International Studies of Johns
Hopkins University has announced its schedule of Con-
ferences for Corporation Executives for the Academ-
ic Year 1963-1964.

These conferences are for executives who have re-
sponsibilities in the field of international business.
They include reviews of developments in trade, in-
vestments and industry in critical geographic areas.
Guest lecturers are officials in the United States Gov-
ernment, representatives of foreign governments, la-
bor leaders, and business executives.

Employees of the Agency attend on a non-participating
basis and as guests of the Foreign Services Educa-
tional Foundation affiliated with SAIS. The Agency
has a quota at each conference. Applications must
be in the office of C/External Training Branch/RS/TR
at least two weeks before the date of each conference.
C/ETB will notify the Training Officers of the appli-
cant's acceptance.

Schedule:

India and Pakistan   12-13 December 1963
A two-day examination of the political and
economic situation in India and Pakistan,
the role of the private sector, and the out-
look for an accommodation between the two
countries.

The United States Trade Negotiations
2-3 April 1964
The prospects for the "Kennedy Round" of
negotiations--a two-day survey of the U.S.
and European positions in these important
negotiations.

OTR Calendar

The following is a list of OTR courses presently scheduled. As other courses are scheduled by the Office of Training, they will be announced in OTR BULLETINS. For further information call Admissions and Information Branch, extension 2365 or 3056.

Courses marked with an asterisk are given away from headquarters; registration closes two weeks in advance. All other registrations close the Wednesday before the course begins.

COURSE TITLE	DESCRIPTION	DATES
Administrative Procedures	full time, 80 hours	25 Nov - 6 Dec 6 Jan - 17 Jan
Americans Abroad Orientation	hours vary	on request, call x3477
Anticommunist Operations (Party Penetration)	part time, 80 hours	6 Apr - 1 May
Budget & Finance Procedures	full time, 80 hours	25 Nov - 6 Dec 24 Feb - 13 Mar
Cable Refresher	part time, 4 1/2 hours	on request, call x2076
China Familiarization	full time, 40 hours	to be announced
CIA Introduction	part time, 3 hours	for EOD's, every Monday afternoon
CIA Review	part time, 2 hours	12 Nov, 10 Dec
CI Familiarization	full time, 80 hours	3 Feb - 14 Feb 13 Apr - 25 Apr
	full time, first week; part time second and third weeks 80 hrs	6 Jan - 24 Jan 23 Mar - 10 Apr
Clerical Refresher	part time, 20-30 hours	18 Nov - 13 Dec 13 Jan - 7 Feb (typing pretests given every Wednesday morning before course begins; shorthand pretests given every Thursday morning before course begins)

25X1C

Counterinsurgency Program Planning	full time & part time 80 hours	2 Dec - 20 Dec	11 May - 22 May
25X1C	part time, 60 hours	13 Jan - 31 Jan	30 Mar - 17 Apr
	full time, 80 hours	2 Dec - 13 Dec	9 Mar - 20 Mar
CP Organization & Operations	part time, 80 hours	9 Mar - 3 Apr	1 Jun - 26 Jun
CS Records Officer	part time, 20 hours	19 Nov - 22 Nov	
CS Review	full time, 64 hours	3 Feb - 12 Feb	
Dependents Briefing	part time, 6 hours	3 Dec - 4 Dec	
Effective Speaking	part time, 24 hours	6 Jan - 12 Feb	17 Feb - 25 Mar
Infor Reports Familiarization	part time, 40 hours	6 Jan - 17 Jan	9 Mar - 20 Mar
Instructor Training	full time or part time	on request, call x3185	
Intelligence Production for JOTs	full time, 400 hours	20 Apr - 26 Jun	
Intelligence Research (Map and Photo Interpretation)	part time, 50 hours	3 Feb - 6 Mar	
Intelligence Research Techniques	part time, 144 hours	25 Nov - 20 Dec	17 Feb - 13 Mar
Introduction to Communism	full time, 80 hours	25 Nov - 6 Dec	2 Mar - 13 Mar
Introduction to Intelligence	full time, 80 hours	12 Nov - 22 Nov	9 Dec - 20 Dec
IRR&R	full time, 120 hours	18 Nov - 6 Dec	3 Feb - 21 Feb
JOT Class of Jan 1964	Headquarters segment	3 Jan - 6 Mar	
Language Courses	(for information call AIB, 2365, 3056; or LAS 3271)		
*Management	full time, GS-14's and above	18 Nov - 22 Nov	

*Midcareer	full time, 6 weeks	13 Jan - 21 Feb
*Operations	full time, 720 hours	9 Mar - 10 Jul
*Operations Familiarization	full time, 240 hours	9 Mar - 17 Apr
Operations Support	full time, 160 hours	27 Jan - 21 Feb
Supervision (GS 5-10)	full time, 40 hours	9 Dec - 13 Dec
Travel Procedures	full time, 40 hours	to be announced
USSR-Basic Country Survey	full time, 80 hours	4 May - 29 May

Writing Workshops   part time, 27 hours

Basic	4 Feb - 27 Feb
Intermediate (DDS only)	19 Nov - 12 Dec
Intermediate	19 Nov - 12 Dec
Advanced (OCR)	4 Feb - 27 Feb
Advanced (ORR)	10 Mar - 2 Apr
Correspondence	Register any time; use Form 73

(A pretest is required for Intermediate and Advanc-
ed Writing Workshops unless the previous level has
been completed. Tests are given in Room 441 Bryhl
on the last Monday of each month.

OFFICE OF TRAINING DIRECTORY

Director of Training	Matthew Baird	819 Bryhl	3245
Special Assistant		807 Bryhl	3185
Intelligence School		711 Bryhl	2326
Briefing Officer		1D-27	5941
School of International Communism		1D-1617	7371
Language and Area School		2206 A. T.	3065
Language		2206 A. T.	2381
Tutorial		2206 A. T.	3271
Voluntary Program	25X1A	2206 A. T.	2470
Area		2210 A. T.	3477
Operations School		609 Bryhl	
Headquarters Training		615 Bryhl	2076
Midcareer Program		807 Bryhl	3185
Junior Officer Program		743 Bryhl	3261
Plans and Policy Staff		819 Bryhl	3245
Educational Specialist		810 Bryhl	3185
Registrar Staff		839 Bryhl	3101
Deputy Registrar		839 Bryhl	3101
Admissions and Information		832 Bryhl	3056
External Training		835 Bryhl	3137
OTR BULLETIN		832 Bryhl	3056
Support Staff		820 Bryhl	3107
Mail Room		532 Bryhl	

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DIRECTORY OF TRAINING OFFICERS

SENIOR	DDI	7E-32	5277
TRAINING	DDP	3C-29	7327
OFFICERS	DDS&T	3E-30	4248
	DDS	7D-02	7726
TRAINING	DCI	25X1A	
OFFICERS	O/DCI	7D-6021	5678
	O/IG		
	Inspection Staff	7D-49	6565
	Audit Staff	2519 Qtrs. I	2061
	Comptroller	6E-69	5139
	General Counsel	7D-07	7531
	DDI		
	CGS	7F-35	4210
	OCR	2E-61	5401
		2E-61	5401
	ORR	4F-29	5081
		4F-29	5131
	ONE	7E-47	5628
	OCI	7F-21	7572
	OBI	2400 Alcott Hall	3595
	OO	402 1717 H	3033
STATSPEC	Contact	506 1717 H	2265
25X1A		414 1717 H	3661
		304 1717 H	2638
	NPIC	IN 423	3669

25X1A

25X1A

DDS		
Communications	GA-08	6438
	GA-08	6438
Logistics	1311 Qtrs. I	2596
	1311 Qtrs. I	2596
Medical	1D-4044	7792
	1D-4044	7792
Personnel	5E-56	6772
	5E-56	6772
Security	4E-71	7661
	4E-71	7661
Training	839 Broyhill	3101

DDS&T		
OCS (Office of Computer Services	25X1A	2308
OEL	GH-19	4267
OSA	6B-40	7206
OSI	6F-43	5511
	6F-43	5511

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CONFIDENTIAL

Here are our new
PHONE NUMBERS

AIB　　3056

For Information on

Admissions to OTR courses 2365
Admissions to non-Agency courses . 3137
Classrooms. 3056
Schedules of OTR courses 2365
Training Records. 2365
Non-Agency courses 3101
OTR Publications 3056

ETB　　3137

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